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Bildung as a critical foundation for Open Education

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***Bildung* as a critical foundation for open education**

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Context & Rationale

- Impact of OER on educational practices
 - Open Courses (MITx, edX, etc)
 - Web 2.0 Appropriation (YouTube, Flickr, Slideshare, etc.)
- Learning becomes more open, more complex
- Relatively little is known about impact of openness on learner
 - Problem of evidence for informal, self-directed learning
 - Immature research context, lack of consistent method
 - Most studies do not generalise beyond particular context



Context & Rationale

- Limitations of current theories of learning
 - Traditionally focused on predefined contexts
 - Problem of evidence & accreditation for informal learning
 - The MOOC 'backlash' / Moocpocalypse
- Response to accusations that openness lacks theoretical foundation (Nyberg, 1975; Peters, 2008)
- What difference does openness make? The open education movement is in need of a stronger theoretical foundation



Open Education Movement

- Belief that education is undergoing fundamental changes as a result of innovation in digital technologies
- Improving access to education and widening participation by closing the 'digital divide' (Smith and Casserly, 2006)
- Encouraging collaboration across disciplinary boundaries and between academics, educators, technologists and support staff within and beyond educational institutions
- Argues that we need new pedagogies and systems for intellectual property which are adequate for contemporary education



Open Education Movement

- A normative commitment to the idea that knowledge should be free, both to access and develop.
 - Reducing cost of education at point of delivery
 - Providing courses which are free to participate in
 - Rethinking educational materials as open-access, OER
 - Supported by a range of Creative Commons licences
 - Research projects and policy initiatives taking place around the globe



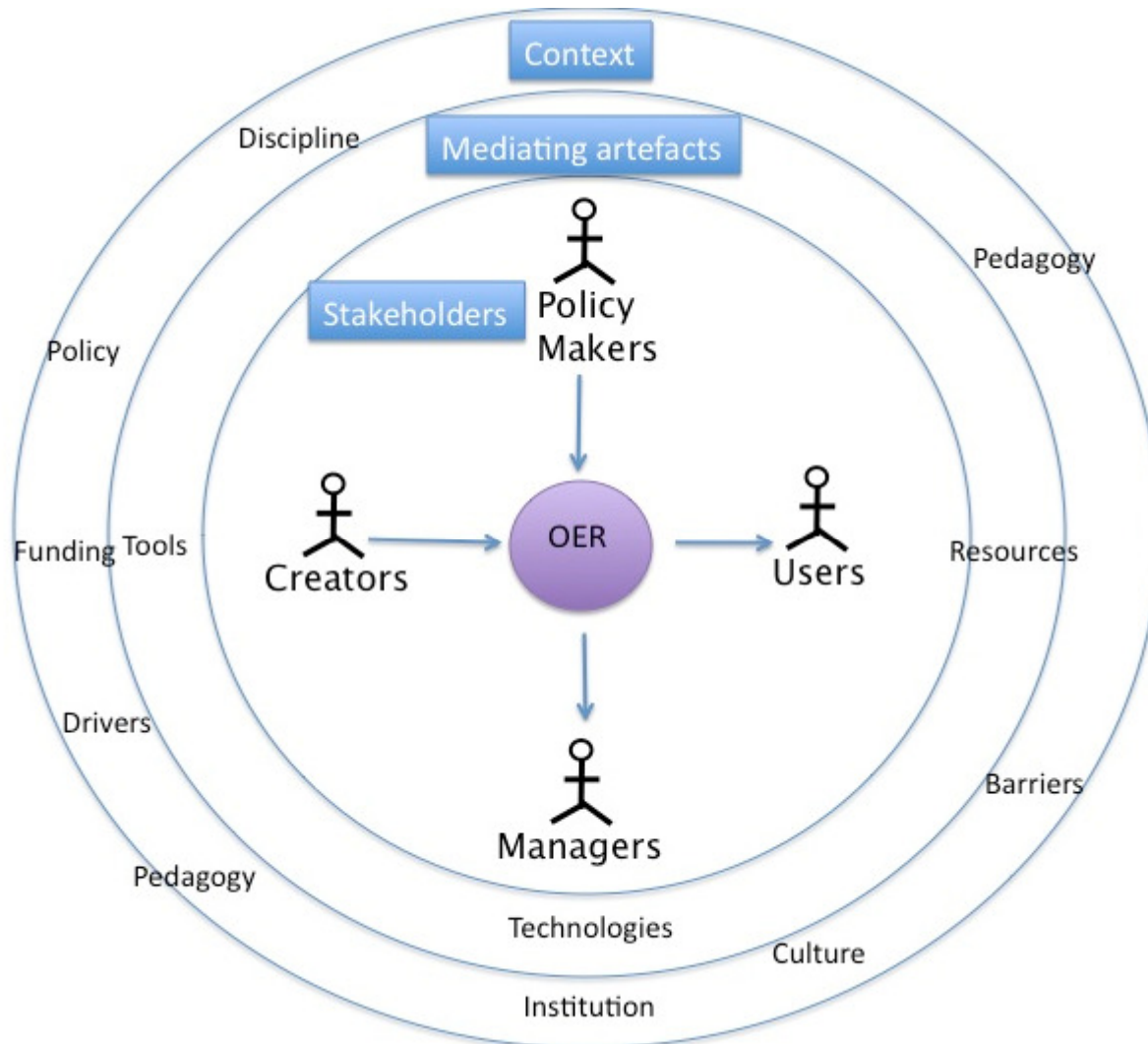
Open Educational Resources (OER)

- “OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”
(Atkins et al, 2007:4)
- Potential to catalyse a range of educational practices
- No established definition of OER (Geser, 2007)
- No solid theoretical foundation



Beyond Content: Open Educational Practices

- ‘Openness’ in education necessarily shifts the focus from content (OER) to practices (OEP) that are necessary for the use of that content (Mackey & Jacobson, 2011; Weller, 2011).
 - Degrees of openness
 - Assumption: learning is becoming more open, more complex
 - OER as radical object
 - OEP as radical practice
- McAndrew & Farrow (2012)



“Open Educational Practices (OEP) are the set of activities and support around the creation, use and repurposing of Open Educational Resources. It also includes the contextual settings within which these practices occur.”

Conole (2011)



That's all very well, but we basically know that.



What is *Bildung*?

Simply put, 'self-cultivation' or *shaping*

But it's *not* simple!

Or at least, it is philosophically complex...



Bildung (Historical)

- Origins in C16th theology: ‘cultivate’ oneself in the image of God
- Philosophy of biology: the development of the organism as it interacts with its environment
- Subsequently fused with the political and philosophical ideals of the Enlightenment and German humanism: Schiller, Herder, Goethe, Humboldt
- Herder: *Bildung* as natural unfolding of creative and intellectual capacities required for flourishing or virtuous life
- Humboldt: cultivation of inner life through free and unrestrained interplay (humanist defence of informal education)

Caspar David Friedrich, *Erinnerungen an das Riesengebirge* (c. 1835)
'Memories of the Giant Mountains'





Bildungsroman



‘Coming of age’ novel

Growth from youth to adulthood

Development through experience
of the world and others

The (existential) process of
becoming

Illustration from 'Wilhelm Meister's Apprenticeship' by Johann Wolfgang Goethe (1749-1832)
1802 (engraving) (b/w photo), German School, (19th century) / Bibliotheque Nationale, Paris,
France / Giraudon / The Bridgeman Art Library



Bildung vs 'Education'

- *Bildung* is bigger than education [*Erziehung*]: complex concept comprising educational, cultural and political perspectives, emphasizing *rationality, autonomy, self-activity* and a culture of *active* participation
- A reflective, creative form of self-realization or self-cultivation achieved with and through relations with others
- Unrestrained interplay between the individual and the world
- Fulfilling the innate human potential of the individual
- Education has a function; *Bildung* is a value in itself



Bildung (Modern)

- *Bildung* had a considerable impact on German educational thought and has entered educational and political terminology
- Widely seen by the 1970s as ideologically compromised and without empirical value; relaunched by Klafki (1985)
- Hegelian-Marxist tradition: criticism of capitalist model of knowledge production: increase profits by treating learners as consumers rather than active, reflective agents (Adorno, 1973; Leissman, 2006)
- In Germany, now a byword for education as business, framed in terms of measurable competencies, though arguably currently undergoing a renaissance (Prange, 2004)
















Possibilities for *Bildung* in Open Education

- OER
 - New emphases on authenticity, autonomy
 - New possibilities for articulation through participatory culture: social media, identity, mobile, augmented reality
 - OER has the potential to support *Bildung* through access to a rich base of learning materials from different contexts
- MOOC



University of Michigan Internet History, Technology, and Security

Charles Severance
Clinical Associate Professor

-  Home
-  Syllabus
-  Quizzes
-  Surveys
-  Final Exam
-  Peer Assessments
-  Video Lectures
-  Resources Wiki (Editable)
-  Discussion Forums
-  Instructor Page
-  Help with Subtitles
-  Join a Meetup
-  Course Wiki

Course Syllabus

This syllabus includes both a calendar-style course outline as well as some notes about the course. Scroll down to see the notes about the course.

Note: The grading formula has been changed.

Week 1 - July 23

- Introducing the course
- The Dawn of Electronic Computing

Assignment: Quiz - 10 points

Week 2: - July 30

- High Performance Computing and its Impact
- Getting the first Internet (NSFNet) Funded

Assignment: Peer-Graded Reflection - 10 points

Week 3 - August 6

- Inventing the World-Wide-Web at CERN
- The dark-ages of the World-Wide-Web
- The Web Bursts onto the Scene

Assignment: Quiz - 10 points

Week 4 - August 13

- The Web Goes Commercial - Battle Lines Get Drawn
- Justice Triumphs - We Can Assume an Open Web

Exemplary Submission



Add Tag

Unsubscribe



5

vote(s)

The Importance of Packet Switching Technology



Packet switching is a technology that makes networks run more efficiently by minimising transmission latency. Through the 1960s and 1970s academics, scientists and researchers provided significant demand for computer processing. This was both for email correspondence and processing research data. The high cost of telephone line data transfer (especially long distance) acted as an impetus for developing more efficient ways of sharing information between universities. In addition, data transfers could take a long time because large messages would clog up servers. With both fiscal and practical reasons for University teams developed the technique of breaking data down into smaller 'packets'.

Packet switching meant that data could move more freely and more quickly. This innovation allowed the development of packet switched networks such as ARPANET, which was connected to fifteen sites by 1971 (Haffer, 1998). ARPANET was distinct for its focus on transporting data between local networks and the 'end-to-end' principal (McQuillan & Walden, 1977).

Breaking data up into more easily managed chunks also helped to prevent data loss because data could be sent in smaller parcels which were reconstructed at their destination. This led to the development of end-to-end acknowledgment and retransmission mechanisms which could be understood as the basic premise of the internet as a network.

While our experience of computer-assisted communications has changed a great deal since the 1960s, packet switching is a technology that remains at the core of how the internet allows us to share massive amounts of data. It is used to manage all kinds of internet communication.

References

Hafner, Katie (1998). Where Wizards Stay Up Late: The Origins Of The Internet. Simon & Schuster. ISBN 0-684-83267-4.

McQuillan, J. M. and D. C. Walden (1977). "The ARPA Network Design Decisions". In: Computer Networks 1.5, pp. 243-289. (Online copy). Based on a Crowther et al. (1975) paper, which is based on BBN Report 2918, which in turn is an extract from BBN Report 2913, both from 1974.

Andy Cole (Student)
on Wed 8 Aug 2012 9:37:24 AM PDT

Evaluation section pertaining to multiple sets of answers

Note: this section can only be filled out during the evaluation phase.

Please provide comments to the author. You can make constructive suggestions as to how to improve the writing in the answer but do not take off points for poor punctuation or grammar in your grading above.

student1 → Good essay. More focused than some of the others I've read.

student3 → Well written, on topic, well argued & well referenced - a perfect submission.

student6 → very good research.

^
0
vote(s)
v

wow, that is a very good one, and well documented too!



Gerrit Boogaart (Student)
on Wed 8 Aug 2012 9:39:37 AM PDT

[Add New Comment](#)

^
15
vote(s)
v

I see no attempt to stress the connection aspects, as required ("Describe one example of these areas (people, information, and technology) intersecting, and how that connection ultimately helped form the Internet."). Just a well-written essay that would fit well a different type of assignment (e.g. "talk about a technology that was important for the development of the Internet"), but does not address the central requirement of the assignment we had.



Anonymous
on Wed 8 Aug 2012 10:20:12 AM PDT

Comments

^
1
v



I agree with this post. I see a lot of information but not enough integration between people, information and technology.

Anonymous

^

0

v

Here is an example. It is a cold, spiritless exercise in classic academic writing that fits the assignment's stated requirements. The purpose of this kind of essay response -- it's not an essay, but merely a brief written response to an exam question -- is to test whether or not the student has studied the assigned material. This example fits within the time frame of 1930-1990, is less than 400 words, connects back to concepts covered in a lecture, and demonstrates an intersection between people, information, and technology that helped to form the Internet. In the competitive universe of higher education -- in degree-oriented classes where every point counts and rubrics are king -- these kinds of uninspired but cogent responses are necessary for testing success. The response doesn't have to be interesting. The response doesn't have to reveal anything new. The text simply must provide evidence that the student achieves the stated outcomes of the question's objective.

^
9
vote(s)

I suspect I am about to come across as a disregarder of instructions and as an ignorer of rubrics; in short, as an educational anarchist, but here it is:

Following the instructions is not what makes the example a good essay. The fact that it makes me think about the importance of packet switching more clearly is what makes it a good essay.

I think the main point of both the writing assignment and the peer evaluation of five or more essays was to get us to engage with the material and the topic without being babysat by Dr. Chuck. The evaluation item that gets to the heart of this is "Are the ideas in the answer well supported? Is the answer interesting to read? Did the answer make you think? Did you learn something from the answer?"

The essays I have read range from information only to heavy analysis supported by very little stated information. Some are technically too short and some are technically too long, but that is not the most important part. I learned and thought about the material beyond the parameters set by Dr. Chuck! The variety of information, ideas and approaches in the essays and the forums are what give this class depth and breadth and complexity. Fitting the criteria is not the main point. Learning from each other is.

Face it: this is an ungraded assignment in an ungraded class. Whether the certificate has any professional or academic validity rests ENTIRELY on whether we can demonstrate that we learned something of value. One and a half hours of video lecture per week will not give us the required base of knowledge and understanding for this class to matter. Sharing links to outside reading, discussing material both from lecture, personal material, and external sources is how this moves from a Discovery Channel miniseries to being a real class.

Mark Richard Heuchert
on Wed 8 Aug 2012 2:14:36 PM PDT



Bildung as the “ability to go beyond the present state of affairs and to transform the structures and prevailing rules of this form of life”

(Peukert, 2003)

“Networked Transcontextualism”: we become most human when we express agency within an ecology of ideas

(Campbell, 2012)



Bildung for Open Education

- Open Education should be understood as fulfilling the legacy of the project of Enlightenment
- *Bildung* provides a point of orientation and regulation
- Sheds light on the commodification of knowledge
- A way to investigate & support novel learning contexts
- Humanist defence of the value of informal education
- Edupunk: self-cultivation; self-realisation
- Allows us to make further sense of the 'ecology' metaphor



Critical Foundations

- *Bildung* is more *reflexive*, more *critical* and more *open* than didactic models of education or traditional theories of distance learning
- *Bildung* has many connotations: discourse around *Bildung* is always mediated, necessarily unresolved, dialectical and *open*.
- *Bildung's* values are germane to those of open education
- Resources for self-reflexive critique of commercialisation of education and engaging in discourse about educational culture

Caspar David Friedrich,
Der Wanderer über dem Nebelmeer (1818)

‘Wanderer above the Sea of Fog’



Self-reflection
through
interaction with
the world and
others

Mastery of the
landscape...

Or realising one's
own insignificance
within it?



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